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AUTHOR Thomason, Nevada
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ABSTRACT

To investigate adolescent reading habits and interests, a reading interest survey was administered to 103 male and 133 female sophomore English students from two high schools with similar socioeconomic backgrounds but different individualized reading programs. In the first school, students read and made book reports on three novels of their own choice, while in the second, students were required to read and pass a test on books they selected from an established list. Results from the survey showed slightly more student interest in reading as a hobby in the second school. Among the other results revealed by the questionnaires were the following: (1) young adults do read for pleasure but find active pasttimes more enjoyable, (2) students find reading more appealing if they can choose their own material, (3) tenth grade students do not enjoy being read to by the teacher, (4) required reading does not turn teenagers against reading, and (5) sophomore boys like to read science fiction, adventure, mystery, sports and short stories while sophomore girls like to read romances, mystery, and adventure. (MM)

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SURVEY REVEALS TRUTHS ABOUT YOUNG ADULT READERS

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Dr. Nevada Thomason
Assistant Professor
Library Media Education
College of Education
University of New Mexico
Albuquerque, New Mexico 87131

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ABSTRACT

For this study two area high schools with students compatible in socio-economic backgrounds, ethnic ratio, academic ability, and community scholastic ideals were selected for comparison. Selected classes of sophomore English students in School A (113 students) with a traditional outside reading and book report program and sophomore English students in School B (133 students) with an organized, highly structured outside reading for credit program were chosen for comparison. In School A students are required to read any three novels of their choice and make a book report on each. Students, of course, are given guidance and information on available books and are required to study other types of literature. In School B each student must acquire a specified number of extra points each semester for outside reading credit by reading from a selected list and passing a written exam on the books read. Each student is given an English 10 list of selected books divided into interest areas with points assigned to each title. The list, points, and exams are the joint efforts of the teachers of English 10 using the system.

A few conclusions include: (1) Young adults do read for pleasure but find active pastimes more enjoyable, (2) The student find reading more appealing if they choose their own reading matter, (3) Young adults continue to read primarily because it is required, (4) They do read newspapers with main interest the front page, comics, and sports section, (5) Required reading does not turn teens against reading, (6) Tenth grade students do not enjoy being read to by the teacher, (7) Teens do not like to give book reports, but prefer written reports, (8) Poetry still receives a low rating by teen-agers, (9) Sophomore boys like to read science fiction, adventure, mystery, sports and short stories and sophomore girls like to read romances, mystery and adventure. Both groups like fantasy but mystery is the most popular type of story, (10) Few students said they would read a book just because it was thought to be sexy, (11) Young adults do like to use the library and the majority say they know how to use it, and (12) Young adults say they will continue to read for pleasure after they graduate from high school.

SURVEY REVEALS TRUTHS ABOUT YOUNG ADULT READERS

Nevada Thomason

While teaching a course on young adult literature at the University of New Mexico, students, who were often classroom teachers, would comment that "students aren't reading much," or "students do not like to read," or "the study of literature and required reading contribute to the dislike of reading by students," or "the only way to get students to read is to have a very structured reading program." These among many other "teacher or adult-wise" comments helped me make a decision to find answers that are perhaps closer to the truth than these comments, by conducting a research study.

But first, how would you define adolescence or the popular term equivalent, young adult? Sieg defines adolescence as "the period of development in human beings that begins when the individual feels that adult privileges are due him which are not accorded him, that ends when the full power and social status of the adult are accorded to the individual by his society." (4, p. 338)

Another author, Rice, defines it as a "period of growth between childhood and adulthood." He further states that the transition from one stage to the other is gradual and uncertain and the time span may not be the same for every person. (2, p. 46) This might be a determining factor as to why students will read young adult books in grades before their teen years or why older students in their

twenties may prefer books supposedly written for young adults in their teens.

Adolescence usually spans the ages of early adoelscence from ages 12-15, middle adoelscence from ages 15-18, and late adolescence from ages 18-22, or the onset of puberty to the completion of bone growth. Psychologists write they are often preoccupied with their own identity, doing their own thing, stimulation and boredom, sociability and acceptance, activities, work prospects, sex role, changing relationships with parents and people their own age, exploring life and feelings, and mental development. Often these preoccupations are reflected in their reading choices, whether the choice is a book, newspaper, or magazine. (3, p. 1-25)

For this study two area high schools with students compatible in socio-economic backgrounds, ethnic ratio, academic ability, and community scholastic ideals were selected for comparison. Selected classes of sophomore English students in School A (113 students) with a traditional outside reading and book report program and sophomore English students in School B (133 students) with an organized, highly structured outside reading for credit program were chosen for comparison. In School A students are required to read any three novels of their choice and make a book report on each. Students, of course, are given guidance and information; on available books and are required to study other types of literature. In School B

each student must acquire a specified number of extra points each semester for outside reading credit by reading from a selected list and passing a written exam on the books read. Each student is given an English 10 list of selected books divided into interest areas with points assigned to each title. The list, points, and exams are the joint efforts of the teachers of English 10 using the system. The 250 book list, includes for example,

(points) CLASSIC/MYTHOLOGY (Title/Author)

3 The American - Henry James
1.5 Antigone - Sophocles
3 The Brothers Karamazov - Feodor Dostoevsky
3 King Lear - William Shakespeare
2 The Odyssey - Homer
Others by James Joyce, Faulkner, George Elliot, D.H. Lawrence, Thomas Hardy, Jean-Paul Sarte, Swift, Hawthorne, Euripides, and Machiavelli

ROMANCE/GOTHIC

1 Nethergate - Norah Lofts
1 Wildfire at Midnight - Mary Stewart
3 Wuthering Heights - Emily Bronte

ADVENTURE

1 The Crucible - Arthur Miller
2 David Copperfield - Charles Dickens
2 Main Street - Sinclair Lewis
3 Tai-Pan - James Clavell
3 Centennial - James Michener

INNER THOUGHTS, FEARS, AND EMOTIONS

3 Crime and Punishment - Feodor Dostoevsky
1.5 Death of a Salesman - Arthur
2 The Great Gatsby - F. Scott Fitzgerald
1 Siddhartha - Herman Hess

POLITICS AND SOCIETY

2.5 All the King's Men - Robert Warren
3 An American Tragedy - Theodore Dreiser
1.5 Candide - Voltaire
3 Atlas Shrugged - Ayn Rand

3 Elmer Gantry - Sinclair Lewis
3 Catch-22 - Joseph Heller

NON-FICTION

2.5 African Genesis - Robert Ardrey
2 All Creatures Great and Small - James Herriot
3 I'm OK, You're OK - Thomas Harris
3 Future Shock - Alvin Toffler

MYSTERY/SUSPENSE

1 Amityville Horror - Jay Anson
1.5 Mystery of the Blue Train - Agatha Christie
2 The Shining - Stephen King

ETHNIC

1.5 Black Like Me - John Griffin
1.5 Behind the Mountains - Oliver LaFarge
1 Sounder - William Armstrong
1 Tortilla Flat - John Steinbeck

SCIENCE FICTION/FANTASY

3 Brave New World - Aldous Huxley
1 Dandelion Wine - Ray Bradbury
2 The Hobbit - J.R. Tolkien
2 The Inheritors - William Golding
1 Nine Tomorrows - Isaac Asimov

TEEN AGE FICTION

1.5 Catcher in the Rye - J.D. Salinger
1 The Chocolate War - Robert Cormier
1 The Outsiders - S.E. Hinton
1 Where the Lilies Bloom - Vera & Bill Cleaver
1 Where the Red Fern Grows - Wilson Rawls

(The list also indicates books recommended for pre-college students to provide a frame of reference used in college courses.)

According to Carlsen by the time students have reached middle adolescence and the tenth grade they are interested in reading nonfiction accounts of adventure; biography and autobiography, historical novels, mystical romances and stories of adolescent life. (1, p. 26) Are young adult

reading preferences still following these reading interested stated by Carlsen and other authors?

To find the answer to this and other questions, I designed a questionnaire along the lines of survey questionnaires used by other researchers of young adult reading habits and patterns with my own interest included. Each question from the survey is stated first and then results of the survey for that question given. The raw chi square had to be less than .05 to be significant.

SURVEY QUESTIONS AND RESPONSES GIVEN BY STUDENTS:

1. Are you ____ Male ____ Female?

Of the 236 sophomore English students surveyed, 103 were male and 133 were female.

2. What are your special interests or hobbies outside of school? _____.

This question drew a tremendous list of responses. Although students will say they like to read only 9 females and no males in School A and 16 females and 8 males in School B reported that reading was pursued as an interest or hobby outside of school. The structured program in School B seemed to promote reading as a hobby only slightly more than in the traditional reading program School A. Other interest areas for these teens rating high included (female): music, skiing, swimming, horseoack riding, bicycle riding, cars and other sports, dancing and partying. A few more girls in School A listed cooking, sewing or needlework; (males): skiing, swimming, music,

basketball, cars, football, hunting and other active sports, with a few mentioning computers and video games.

3. How do you feel about reading? Are there any special reasons you feel this way? _____.

	LIKE TO READ		IT'S OKAY		DON'T LIKE IT	
	Male	Female	Male	Female	Male	Female
School A	25	45	10	8	7	6
School B	34	58	18	8	12	7

The majority of the students said they like to read especially if they choose their reading material or if it is educational. The two main reasons students gave for not liking to read were that it was boring or confusing. Those were liked to read said it was fun, relaxing, a good past time, escape, and that they learned new things.

4. Do you read just for pleasure during your leisure time? Yes ___ No ___.

School A Traditional		School B Structured	
Yes	No	Yes	No
71	32	91	42

It is gratifying to find that even in today's age of high technology the majority of young adults still say they like to read for pleasure. A raw chi square of 0.0025 indicated a significant difference in the number of females

reading for pleasure (102) to males (60). Only 31 females and 43 males did not read for pleasure.

5. What is your favorite type of reading? For example: short stories, stories about sports, mystery stories, adventure stories, poems, biographies, science fiction, romances, career stories, non-fiction or some other that is your favorite: _____.

	School A Traditional		School B Structured	
	Yes	No	Yes	No
Short Stories	18	85	24	109
Sports Stories	19	84	17	116
Mystery Stories	45	58	55	78
Adventure	28	75	46	87
Poetry	8	95	13	120
Biographies	6	97	12	121
Science Fiction	21	82	30	103
Romances	32	71	40	93
Career Stories	4	99	3	130
Non-fiction	10	93	16	117
Other	29	76	29	104

Mystery stories followed by romances and adventure stories headed the list for favorite types of reading for all students. Raw chi squares indicated no significant differences between the two types of school reading preferences and programs when it came to favorite types of

reading. The breakdown of favorite type of reading by sex type supports study findings of other surveys:

	Male		Female	
	Yes	No	Yes	No
Short Stories	29	104	13	90
Sports Stories	24	79	12	121
Mystery Stories	31	72	69	64
Adventure Stories	33	70	41	92
Poetry	1	102	20	113
Biographies	5	98	13	120
Science Fiction	34	69	17	116
Romances	2	101	70	63
Career Stories	1	102	6	127
Non-fiction	5	98	21	112
Other	25	78	31	102

Most boys are interested in reading science fiction, adventure, mystery, short stories and sports in the tenth grade. Girls interests centered around romances, mystery and adventure. Poetry was still a poor choice by either sex. There was a notable difference in reading choices by males and females in sports, poetry, science fiction, romances and nonfiction. The results were not surprising, for we tend to expect males to read more sports and science fiction and girls to read more mystery, poetry and romances. A small surprise might be found in girls reading more nonfiction and the small percentage of boys

(23.3 percent) listing sports stories as their favorite, plus their wide range of favorite types of reading materials.

6. I read because: (check all that apply)

___ Required by teacher or class work.

___ Recommended by teacher or parents or other adult.

___ My friends were reading it.

___ Because it was thought to be a sexy book.

___ It was lying around so I picked it up to read.

___ After seeing the film.

___ Because of the cover.

___ Started to read it in a bookstore.

___ Other reasons _____

	School A Traditional		School B Structured	
I read because:	Yes	No	Yes	No
Required	75	28	116	17
Adults recommended	40	63	51	82
Friends were reading it	36	67	44	89
Thought it was a sexy book	7	96	20	113
Book was lying around	27	76	37	96
Saw the film	35	68	38	95
Liked the cover	39	64	37	96
Started to read at bookstore	39	64	35	98
Other reasons	31	72	60	73

The chart shows that the majority of students in both schools read because it was required, however, the raw chi square of 0.0052 indicates a significant difference between the schools with the highly structured non-traditional students reading more because of requirements. Significant differences were noted for the reading of books thought to be sexy and other reasons. Students, whether male (81) or female (110) read primarily because it was required. Female students seemed to be more easily persuaded than males in these situations: by adults (55 females to 38 males), friends (64 to 16), because the book was lying around (44 to 20), saw the film (44 to 29), liked the cover (47 to 29), saw it in the bookstore (56 to 55). However, neither males (14) nor females (13) seemed to read just because it was thought to be a sexy book.

7. Do you read a daily newspaper? If so, what sections do you like best? _____.

School A Traditional		School B Structured	
Yes	No	Yes	No
81	22	109	24

In both schools male students (81) listed the front page, comics, sports and want ads as the sections most often read. Females (109) liked the comics, front page, sports, horoscope, and columns such as Dear Abbey and Ann Landers.

8. Do you read any magazines? What are they?

_____.

School A Traditional		School B Structured	
Yes	No	Yes	No
92	11	118	15

As indicated in other surveys around the nation this local survey indicates that the large majority of students do enjoy reading magazines. Top rated magazines for females in both schools included Seventeen as the top choice followed by Teen Magazine, People, Cosmopolitan, Glamour, and Good Housekeeping. Males listed their favorites as Sports Illustrated, far ahead of other titles listed, then Car Craft, Hot Rod and a variety of other sports and car magazines. Significantly more females (126) read magazines than males (84) with a chi square of 0.0015.

9. Do you like to read comic books? What are some of your favorites? _____.

School A Traditional		School B Structured	
Yes	No	Yes	No
50	55	46	87

Even though about half of the students indicated that comics are too childish, boring and not interesting enough to read, the remainder of the students indicated they enjoyed reading comics and had similar likes in both schools. Girls listed their favorite comics as Garfield,

Family Circus, Richie Rich and Archie. Boys liked to read such comics as Richie Rich, Superman, and Spiderman. Both groups listed other comic titles and said they like scary and funny ones. There were 133 students (56.4 percent) who said they read comics, 61 males (59.2 percent) and 72 females (54.1 percent).

10. Does required reading in school turn you against reading? ___ Yes ___ No

School A Traditional		School B Structured	
Yes	No	Yes	No
28	75	46	87

Required reading did turn 76 or 31.4 percent of the 236 students against reading, but a surprising 162 or 68.6 percent said no it did not affect them. Neither does a highly structured reading program versus the traditional reading program seem to affect the students' attitude for percentages of those voting yes and no were quite close in both schools--approximately 7 percent. Ninety-four or 79.7 percent of the females and 68 or 66.0 percent of the males said that required reading in school has not turned them against reading.

11. If you have read a book recently, write down the title of that book. If you liked it, tell me briefly why. If you did not like it, tell me briefly why not. ___

_____.

School A Traditional		School B Structured	
Yes	No	Yes	No
71	32	124	9

Since students in the structured program must read in order to obtain better grades only 9 students had indicated that at that point in their program they had failed to read a book. Perhaps the exact list of books and extra points each represents does encourage the student to read or at least makes it easy for them to understand requirements for grades. All students in both schools liked what they read except for 7 students. A rather lengthy list of books was given by the students as ones they had read. A few titles receiving more than one vote includes: from School A (females). If There Be Thorns (liked for its plot, and seemed almost true); Flowers in the Attic (suspenseful and romantic); Petals in the Wind (series); Endless Love (romance)---(males) The Hobbit (fun, took mind off problems); The City in the Stars (like author's works); and other science fiction and sports stories. In School B students did not always select books with the highest point value from their reading list but often chose titles from the Teen-age Fiction group with 1 point value per title. From School B (females): The Outsiders (could relate to it, real life); Catcher in the Rye (least liked); Fire Starter (things they wanted to know); Shogun (excellent, felt involved with it); Eye of the Needle (exciting)--

(males) The Outsiders (teenage problems); Hobbit (make believe, exciting); Blue Knight (adventure); Where the Red Fern Grows (lot of feeling); and, Amityville Horror (scary). Students tended to select a lot of books from the list in the adventure, science fiction, teenage fiction and mystery/suspense groups, but few from the classics list even though most of these books had high point values. Of the males 80 (77.7 percent) and 115 (86.5 percent) of the females had read a book recently. (See appended list of other titles read.)

12. Do you like to have your teacher read stories to you? ___ Yes ___ No

School A Traditional		School B Structured	
Yes	No	Yes	No
54	49	62	71

Students in both schools voted almost half for and half against having teachers read to them. Surprisingly 45 (43.7 percent) of the boys and 71 (53.4 percent) of the girls still enjoyed having the teacher read to them, in the tenth grade.

13. Do you like to read in a regular literature textbook? Why or why not (briefly)? ___ Yes ___ No _____

_____ _____.

School A Traditional		School B Structured	
Yes	No	Yes	No
49	54	50	83

In both schools, reasons for liking to read literature textbooks, students said, depended on the stories; good selection of short, interesting stories which encouraged reading. Those who did not like to read their literature textbook said the stories were old, dull and boring, with many of the stories too condensed and too much alike. More girls 69 (51.9 percent) said they liked to read their regular literature textbook than boys 30 (29.1 percent). Of the boys, 70.9 percent said no, while only 48.1 percent of the girls said no. The chi square (0.0004) shows a significant difference between the likes and dislikes of boys and girls.

14. Do you like to do book reports? ___ Yes ___ No. If so, what kind (written, oral, in a group, alone with the teacher)? If not, how else could you let your teacher know that you really read the book?

School A Traditional		School B Structured	
Yes	No	Yes	No
47	56	41	92

There was a significant difference (0.0197) between the two schools in those that do and do not like to do book reports. Students in the traditional program had only 7.8 percent difference in their yes and no responses while those in the structured program had over 38 percent responding that they did not like to give book reports--in

their program a written exam. Student responses to the second part of the question were:

	Written	Oral	In a Group	Alone with Teacher	Other	No Response
School A	27	15	7	13	20	21
School B	32	13	1	15	53	19

If students must give book reports in both schools they still prefer to do it in writing. But 73 (70.9 percent) of the boys and 75 (56.4 percent) of the girls dislike giving books reports of any kind. However, more girls (58) than boys (30) do not mind doing the reports. A significant difference (0.0225) exists between those who like to do book reports and those who do not.

15. Are books important to your parents? ___ Yes ___ No

School A Traditional		School B Structured	
Yes	No	Yes	No
80	23	106	27

The results of this question seems to support the hypothesis that when books are important to the parents, their children do notice it and books then become more important to them. Of the boys 83 (80.6 percent) and of the girls 103 (77.4 percent) said yes to this question.

16. Do you ever read fiction young adult books to help you solve a personal problem? ___ Yes ___ No

School A Traditional		School B Structured	
Yes	No	Yes	No
23	80	29	104

Students hesitate to admit this and some even noted they did not need to read a book to solve a problem. A whopping 95.1 percent (98) boys and 64.7 percent (86) girls said they did not read problem books to solve their personal problems. There is a significant difference (0.0001) between those who do and those who do not read these problem solving books.

17. If you have read a story to help you solve a personal problem, did it help? ___ Yes ___ No. (Do you mind writing down the subject such as drugs, alcohol, etc.) _____.

School A Traditional		School B Structured	
Yes	No	Yes	No
23	80	26	107

Students seemed to not realize that many of the books they read and stated they could relate to are about problems young adults face. Adults may label books as problem solving books, but young adults do not think of them this way. Many students chose to not understand the second half of the question. For the few who did complete

it, the responses were mostly from females and most all said the books did help them with their problem.

School A - Females helped (exceptions noted):

Problems: Suicide - helped some - did not go far enough (1 exception)
Drugs, alcohol - helped (1 exception)
Boys/lonliness/friends; being ugly; inner thoughts (1 exception); self-being and trying to get along with others; parents; rape; smoking; divorce; dating; and getting to like and respect myself (all reported helped).

School A - Males:

Problems: Read problems of youth to realize mine aren't so bad - helped.
Alcohol -no help.

School B - Females--all books helped them (exceptions noted)

Problems: Guys and sex; drugs; religion; family and school; anorexia nervosa; friendships; smoking (1 exception); understanding of life; boyfriend trouble; parents; divorce (1 exception); alcohol; love; helped me to learn to be myself without having to prove myself through drugs or sex.

School B - Males - All books read helped (exceptions noted)

Problems: Sex (1 exception); drugs, girl friend problems; study problems (1 exception).

When students admitted to reading a book to solve personal problems only 9 (8.7 percent) of the boys and 40 (30.1 percent) of the girls said they were helped with their problems. A significant difference (0.0001) existed with the yes and no responses.

18. Do you like to use the school library. Why or why not? _____

School A Traditional		School B Structured	
Yes	No	Yes	No
72	31	62	71

The majority of both males 59 (57.3 percent) and females 75 (56.4 percent) said they liked to use the school library. Many factors perhaps contributed to the students' attitude about their school library and the large number of students in the traditional reading program who like to use it as compared to those in the more structured program. The typical answers to why not in School B was dislike for the school librarians, it's confusing, not enough help, can't find good books or the one needed. Students who did like to use the school library seemed to go for studying or doing school work, because it is more handy or closer than a public library, to keep from buying the books.

Students in School A stated they liked the school library because it has fairly good resources and study area, a good place to do home work, it is convenient and closer than the public library, and it has good reference sources. Reasons to not use it included limited resources from their viewpoint, books needed not in or too hard to find, and too much pressure to keep quiet.

19. Do you like to use a public library? If so, which one? If not, why not? _____.

School A Traditional		School B Structured	
Yes	No	Yes	No
65	38	78	55

Reasons for using a public library ranged from it has a better variety of books than the school library and good selection, to because I have to and I like their references. Reasons not to go to a public library included it's a drag, hate quiet places, not interested in books, and no way to get there. Boys 55.3 percent (57) and 64.7 percent (86) of the girls marked yes to the question.

20. Is it easy for you to find books in the school library? ___ Yes ___ No

School A Traditional		School B Structured	
Yes	No	Yes	No
85	18	74	59

Students in School A seem to find it much easier to find books in the library than did the students in School B. Reasons could range from past library skills instruction, to need, library friendliness, atmosphere, resources, and faculty encouragement of use. It seems that if students must go to the library repeatedly to get required books for reading, it still may not be easy for them to use and find books and materials. A sizeable majority of both boys 68.9 percent (71) and girls 66.2 percent (88) find it easy to use the library.

21. Do you like to use the card catalog? ___ Yes ___ No

School A Traditional		School B Structured	
Yes	No	Yes	No
86	17	70	63

Liking to use the card catalog seems to follow finding the library easy to use. Students at School A again reported more of them liking to use the card catalog than did the students in School B. This significant difference points out that students in School B may need additional library skills lessons. An unexpected 64.1 percent (66) of the boys and 67.7 percent (90) of the girls indicated they like to use the card catalog.

22. Do you feel that you understand how to use the card catalog? ___ Yes ___ No

School A Traditional		School B Structured	
Yes	No	Yes	No
101	2	128	5

Students seem to feel confident about using this library tool perhaps from instruction in past library skills lessons or constant use. Both boys (100) 97.1 percent and girls (129) 97.0 percent felt they understood how to use the card catalog.

23. Do you think that you should be taught library skills lessons in high school? ___ Yes ___ No Do you have these classes now? ___ Yes ___ No

	School A Traditional		School B Structured	
	Yes	No	Yes	No
Have had lessons	37	66	45	68
Have classes now	14	89	20	113

The majority of students in neither school wanted to have library skills taught in high school, but more surprising 82 students felt a need to have more taught to them about the library. This attitude held true for both boys 68 (66.0 percent) and girls 86 (64.7 percent) for a total of 85.6 percent who said they do not want library skills taught to them while in high school. The second half of the question revealed only 34 students reported that they presently have library skills lessons. Perhaps there needs to be a way for the 14.4 percent who felt they need more skills lessons to be taught these lessons.

24. Do you like to use reference materials?

___ Yes ___ No

School A Traditional		School B Structured	
Yes	No	Yes	No
82	21	89	44

There exists a significant difference between those who like to use reference books and those who do not. Their affirmative responses were perhaps indicative of their being taught to use reference books and their own confidence in knowing how to use them. Of the boys 74

(71.8 percent) and 97 (72.9 percent) of the girls marked a yes answer that they do like to use reference books.

25. Which reference materials have you used: (check all that apply)

___ Dictionary
___ Encyclopedia-What's your favorite? _____
___ Atlas
___ World Almanac
___ Book Review Digest
___ Biographical Dictionaries (such as Who's Who or Current Biography)
___ Reader's Guide to Periodical Literature (Index)
___ Roget's Thesaurus
___ Any others _____

	School A Traditional		School B Structured		Yes Responses	
	Yes	No	Yes	No	Male	Female
Dictionaries	94	9	123	10	94	123
Encyclopedias	91	12	126	7	93	124
Atlas	55	48	94	39	76	73
World Almanac	40	63	62	71	50	52
Book Review Digest	19	84	24	109	17	26
Biographical Dictionary	23	80	26	107	21	28
Reader's Guide	40	63	68	65	40	68
Roget's Thesaurus	35	68	54	79	35	54
Others	3	100	19	114	8	14

Only four encyclopedias were mentioned with the World Book and Britannica sharing equally in popularity with young adults. The only two other titles listed were

Colliers and Funk & Wagnalls. Surprisingly Americana and many other well-known works were not mentioned. Students indicated they also used a few other references such as Great Books of the Western World, microfilms for magazines, Spanish-English dictionaries, National Geographic books, Encyclopedia of Careers, Bible and concordances, magazines and French-English English-French dictionaries.

26. Do you think when you graduate from high school you will ever read another book just for your own pleasure? ___ Yes ___ No

School A Traditional		School B Structured	
Yes	No	Yes	No
101	2	129	4

Regardless of the methods used to get students to read while in school it seems that most of them will continue to read after graduation. A gratifying percentage, 97.1 percent (100) of the boys and 97.7 percent (130) of the girls said they would continue to read books after graduation.

27. Do you hope that in the future all books will be recorded on tape (so you can just listen) _____, recorded on a film format (so you can just look at it perhaps on a screen or look into the machine) _____, recorded in a computer that can talk to you (or read on a computer terminal) _____, or do you just hope they keep books as they are today _____.

	School A Traditional		School B Structured		Yes Responses	
	Yes	No	Yes	No	Male	Female
Audio Tape	31	72	35	98	35	31
Film	39	64	52	81	46	45
Computer	31	72	36	97	34	33
Stay as they are	85	18	108	25	80	113

Young adults often accuse older people of being slow to change their ideas and ways, but the majority of the young adults surveyed indicated little desire to change from the book format they have always known and enjoyed. If they have a voice in the book format of the future, it looks as if the printed page is here to stay. Of all the students reporting 81.8 percent wanted to have books stay available in their present printed form.

CONCLUSIONS

The results of this survey of Southwest sophomore students confirmed some findings of previous surveys conducted on young adults' reading habits and patterns in other parts of the nation and revealed some new trends especially for Southwest teen-age readers. Conclusions were: (1) Young adults continue to find activities such as sports of all kinds, music, and dancing more interesting and appealing than reading outside of school. (2) Young adults do like to read but even more so if they get to choose the reading material or if it is educational and they learn from it.

Those who say they do not like to read mostly think of it as boring or too confusing. (3) Students do read for pleasure. (4) Sophomore boys like to read science fiction, adventure, mystery, short stories and sports. Girls reading interests included romances, mystery and adventure. Both groups indicated they liked fantasy novels also. Mystery stories head the list for most liked. Poetry still receives a low rating by young adult readers, but girls did check it more often than boys. (5) The majority of young adults continue to read primarily because it is required. They will also read because a friend or adult recommends it, saw the film, liked the cover, read some of it in a bookstore, or saw it lying around. Surprisingly, few indicated they would read a book just because it was thought to be sexy. (6) This age of young people do read newspapers with their main interests centering on the front page, comics, and sports sections. (7) Magazines are a favorite type of reading for young adults with the girls liking teen-age girl magazines and boys preferring sports and car magazines. (8) The students surveyed were split about half and half over comic books. However, many still read them with a special interest in scary or funny ones. (9) Required reading whether in a highly structured reading program or a rather traditional reading program does not seem to turn the students against reading. (10) All but 41 students in both schools had read a book recently. Fewer students (7) had not read a book in the structured reading program as compared to 32 students in the

traditional program. (11) On the tenth grade level fewer than half of the students still enjoy listening to the teacher read to them. A larger percentage of both boys and girls dislike it, with more girls enjoying it than boys. (12) No surprise in finding more students disliking to give book reports. But if they must give them, students still prefer the written report. Of the students (13) 78.8 percent said books are important to their parents. (14) Young adults do not think of many of the books they read as being in the "problem" category yet they read many titles that indicate they do read them but perhaps not to solve a problem they are currently experiencing. Most of those who did read them indicated the books did help them with their problem. (15) Students do like to use the library whether school or public. (16) These young adults also understand and like to use the card catalog and find it easy to use in locating books and materials in the library. (17) Young adults do not want to be taught library skills lessons in high school. (18) Tenth grade students like to use reference books and have used dictionaries, encyclopedias, atlases and almanacs the most. However, the number using reference books and the types of references should have been higher. (19) Young adults say they will continue to read for pleasure after they graduate from high school. (20) The young adult of the Southwest prefers that the book format in the future stay as it is today.

Books Being Read by Boys

Dragonflight
Julius Caesar
The Black Shrike
Papillion
Prince of Mars
Twelve Angry Men
China Syndrome
The Blue Brothers
Thin Air
A Swiftly Tilting Planet
A Wrinkle in Time
When the Legends Die
Seven Days in May
Raise the Titanic
Brave New World
War Against the Rule
I'm OK, You're OK
Book of the Dun Cow
Sounder
The Bruce Springsteen Story
Childhood's End
Blue Knight
Death Watch
The Earthsea Trilogy
Wolfin
The Two Towers
Cracked Mirror
Martian Chronicles
One Flew Over the Cuckoo's Nest
Watership Down
All Creatures Great and Small
The City in the Stars
Something for Joey
The Howling
Beyond This Horizon
Sea Raider Atlantis
A Shining Season
Hobbitt
Mountain Valley War
The Odd Couple
Hand of Oberon
Massacre Ridge
Amityville Horror
Alas, Babylon
Sleeping Murder
Time Machine
The Outsiders
Where the Red Fern Grows
Red Badge of Courage
Dune
Chocolate War
The Odyssey
The Stand
Metamorphorsis
Wizard of Earthsea
Time After Time
Prince Caspian
East of Eden
The Great White Hope
The Shining
Nemisis

Books Being Read by Girls

The Cardinal
Flowers in the Attic
If There Be Thorns
P.S. I Love You
Then Again Maybe I Won't
I'm Christy
Petals in the Wind
Lost Love, Last Love
What Mrs. McGillcuddy Saw
They Never Came Home
Forever
Ghost Story
Born to Win
Morning is a Long Time Coming
The Love Child
Naomi in the Middle
Last of Really Great Wrangdoodles
Class Reunion
Coming of Age
Great Expectations
Eyes of Darkness
Glass Menagerie
Fifteen
The Acorn People
Amityville Horror
The Dracula Tapes
Chocolate War
All Creatures Great and Small
Murder in Three Acts
To Tame the Rising Tide
Where the Red Fern Grows
Bless the Beast and the Children
The Promise
The Hiding Place
The Sword in the Stone
Evergreen
Sounder
Joni
Breaking Up
If There Be Thorns
Season's Passion
Class Reunion

East of Eden
Letter Perfect
Something for Joey
Raggady Man
The Witch from the Sea
Rebecca
Daughter of Eve
I Never Liked Your Mind
Down a Dark Hall
Man, Woman, and Child
Rage of Angels
Endless Love
Dr. Jekyl & Mr. Hyde
Gingerbread Lady
West Side Story
The Bad Seed
The Flame and the Flower
Go Ask Alice
Funhouse
Catcher in the Rye
Bold Breathless Love
Eye of the Needle
Riders of the Purple Sage
The Outsiders
Hugo
The Shining
In Cold Blood
Salem's Lot
Men Who Killed the Deer
Fire Starter
Johnny Got His Gun
Shogun
Holocost
Rosemary's Baby
Lover's Choice
High Wind in Jamica
Wuthering Heights
Little Women
A Stranger is Watching
Michelle Remembers
Chesapeake
The Pearl

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